

| YPS Music | Autumn | | Spring | | Summer | |
|-------------------|---|--|---|--|---|--|
| R | How will we create our own Magic through Music in Hachana? | Chanukah Concert Preparation | What is the Music Universe? | How do we use music to celebrate? | How does music tell a story? | How do children's songs differ around the world? |
| | Singing nursery rhymes, getting to know you songs, learning rhythm chants, keeping the pulse, clapping syllables, music rules and cues, exploring the Sorcerer's Apprentice | Learning to sing as a group, learning songs in another language. Family sing-a-long | Exploring the interrelated dimensions of music. | Exploring celebratory music from around the world. | Singing songs relating to fairy tales, building up songs by adding verses and introducing repeating refrains. | Learning nursery rhymes from around the world, keeping the pulse, rhythm games. Sing 'Get on the Train'. |
| Singing | Learn to sing nursery rhymes and other songs with repetitive lyrics and melodies to help children develop understanding of pitch. Singing in step. | Learn to sing songs with simple melodies with a small range of notes to help children develop understanding of pitch. | Sing songs with purpose and actions. Introduce basic posture, standing/sitting tall. | Learn to sing songs with a range of a sixth, between middle C and octave above. Copy teacher's voice, sing loud and soft. Singing in step. | Story telling through song. Songs with repetition. | Singing in time to the pulse. Songs in different languages. Get on the Train song using actions. |
| Performing | Play untuned percussion, introducing egg shakers and rhythm claves to keep the pulse. | Practise songs for performance and talk about how to improve. | Exploring dynamics on untuned percussion. Copy rhythms when playing rhythm claves and egg shakers. | Experimenting with sound and using untuned percussion to accompany selves by keeping the pulse. Clap and tap short rhythmic patterns in 3/4 and 4/4 using crotchet and quaver beats (in pairs). | Keep the pulse with claves. | Explore how untuned percussion can be used in children's songs and games. |
| Listening | Listen to the Sorcerer's Apprentice by Dukas and move to the music. Consider what is happening at various points in the music. | Listening to Chanukah songs in English and Ivrit, learning the lyrics and structure and preparing for our family sing-a-long. Move to the music. | Listening to and copying rhythms. Move to the beat and follow rhythmic and melodic instructions. | Listen to celebratory songs from around the world and copy the rhythms and melodies. What makes them memorable? | Follow a song with a story, how does it build up the story? Which sections are repeated? What happens next? Why is the song so memorable? | Listen to children's songs from around the world and discuss how they differ from our own nursery rhymes. |
| Composing | Which instruments complement the Sorcerer's Apprentice to help tell the story (untuned percussion); How can you play an instrument in a different way? | Creating actions to move to the music, writing lyrics to our Chanukah songs, thinking about everything we love about Chanukah. | Composing rhythms for others to copy; exploring timbre and how instruments can be played in different ways; putting note durations together to make 3 beat rhythms. | Finding ways to keep the beat using untuned percussion and adding our own rhythms using untuned percussion to accompany the melody. | Just like in our Goldilocks song, How can we tell a story through music? Let's write our own verse of a musical story together. | Using our bodies and untuned percussion to accompany songs with rhythmic accompaniments and keeping the pulse at the same time. Create our own verses to Get on the Train. |
| Yr 1 | What makes African music so unique? | Chanukah Concert Preparation | Introduction to djembe drumming What skills do we need for our Chagigat? | What is on the menu? | How we will compose a Magical Musical Aquarium? | What is timbre? |
| | Explore songs from various countries in Africa, using untuned percussion, dance and | Learning songs for Chanukah and rewriting the lyrics to a well known song. Learning to perform in front of parents. | Learn to make a drum circle. Introduce bass tone and open tone. | Introducing the Cumulative song. Learning performance skills and how to introduce ourselves. | To experiment with, create, select and combine sounds. Play tuned and untuned instruments musically and | Exploring the science of timbre – why and how do instruments make the sound that they do? Experiment |

| | | | | | | |
|-------------------|--|--|--|--|--|--|
| | movement to keep a rhythm and pulse going. Learning the importance of movement and music. | | Syllable tapping and compose a ternary piece as a class. Learning songs to perform at our Chagigat Show. | Working together, using various kitchen utensils as props to keep the beat and introduce basic rhythms. Singing cumulative songs and understanding how they work. | listen with concentration and understanding. Learning to use our voices expressively. Learning to play a simple pattern of next-door-notes. | with materials and sounds to create your own instruments that are tuned or untuned. |
| Singing | Singing chants and call-and-response songs from African styles, particularly those from West Africa. Helps to control vocal pitch and match the pitch they hear with accuracy. | Learn to sing songs with simple melodies with a wider range of notes, longer songs and with actions. | Sing songs with purpose and volume. Performance positions – standing tall, hands by your side. | Singing cumulative songs, mainly focussed around 'The Menu'. Sing in time and in tune, work on tricky melodic sections. | Using voice to help 'build' our musical aquarium (e.g. vocal swoops) ; Little April Shower; songs in C. | Songs to improve intonation and production. Think about the timbre of our voices. |
| Performing | Use untuned percussion to keep the pulse when singing chants and songs. Use untuned percussion instruments to learn and repeat rhythms found in African music, particularly those of West Africa. | Performing songs to parents; taking leadership of particular songs. | Performing songs for Chagigat. Performing in drum circle, copying rhythms and types of beat. | Perform song to record, everyone has a role. Use kitchen utensils to keep the pulse. | Performing composition based around an aquarium using tuned, untuned instruments and voice. | Playing tuned and untuned instruments and think about the timbre. |
| Listening | Music from African countries, mostly based in West Africa. Focus on djembe, celebration songs, call and response. | Listening to song for composition purposes to compose own lyrics. Listening to Chanukah songs in English and Ivrit. | Listening to rhythms on djembe and copying them, call and response style. | Listen to various cumulative songs and discuss and analyse how they build up. | Listening to Little April Showers; Saint Saens (Aquarium). | Listening to foley sounds and creating our own; listening to melodies for timbre. |
| Composing | One Fine Day – composing our own 'calls' for response. | Composing own lyrics to a chosen melody. | Composing middle section of a ternary form piece 'The Sandwich' on the djembe drums. | Compose own version of a cumulative song as a class, talking about our school day. | Compose own Musical Aquarium in Ternary Form by building up the various elements of the aquarium to include music moving in steps; falling sounds – voice. | Design our own instruments – what do they sound like? (timbre); Why do they sound as they do? What rhythm/melody can you play on them? Working out our foley sounds. |
| Yr 2 | What are the main features of the Carnivals of the Animals Suite? | Chanukah Concert Preparation | How do we play a piece using the boomwhackers? | How will we Swing-along-with-Shostakovitch? | How will we write our Grandma Rap? | How does music relate to emotions? |
| | Discover what a 'suite' is and explore the different movements. Recognise and respond to changes in tempo and note duration as well as articulation. Use knowledge of timbre to understand why certain instruments are chosen for each animal. Sing a cumulative and repetitive song to warm up. | Introduction to the boomwhackers, working in groups to accompany the class song for the Chanukah Concert. Write own lyrics to a well-known song with a more challenging rhythm to perform on stage. | Exploration of pitch, rhythmic patterns and composition using the boomwhackers. Understanding that the bigger the instrument, the lower the pitch. Composing using the pentatonic scale to create a piece for Chinese New Year. | Create action patterns in 2 and 3 times. Listening actively and mark the beat. Understand and explain how beats can be grouped into patterns and identify them in familiar songs. Move freely and creatively to music using a prop. | Learn the words and action to the rap Creating 4 beat rhythms featuring walking and jogging using a rhythm grid. Create an accompaniment to perform the song to. | Explore how music makes us feel. Discuss why certain pieces evoke particular emotions. Use our bodies to move to the music in different ways. Discover which musical genres make us feel more relaxed. |
| Singing | Singing 'Once I Saw An Elephant', in steps and larger leaps such as 4ths. | Learn songs for Chanukah with a wider pitch range, within an octave. Being able so sing while | Songs for Tu B'shvat. Singing and playing the boomwhackers on popular songs. | Singing songs with a pitch range of 5 notes with increasing vocal control, pitching accurately. | Singing songs with a pitch range of 5 notes with | Learn songs about expressing our emotions. Sing with expression. |

| | | | | | | |
|-------------------|--|---|---|--|--|--|
| | | playing on the boomwhacker and keeping to the beat. | | | increasing vocal control, pitching accurately. | |
| Performing | Moving to the music and deciding which animals are being represented. Singing songs for Chagim and 'Once I Saw an Elephant'. | Performing songs to parents; Learning to play in time on the boomwhacker and learn basic technique. | Learning technique on the boomwhackers. Understanding high and low pitch and playing using simple rhythms with crotchets, minims and quavers. | Move in time to the beat of a piece; be able to tap tempo and identify changes; group beats in 2s and 3s. | Move in time to the beat of a piece; be able to tap tempo and identify changes; group beats in 2s and 3s, read and respond to chanted rhythm patterns, performing own chanted rhythm pattern using stick notation; respond independently to pitch changes heard in short melodic phrases, indicating with actions. | Play simple melody on pitched instrument changing tempo and dynamics to evoke different emotions. |
| Listening | On Listen to various movements from Carnival Of the Animals and Dance Macabre. Analyse the character, instrumentation, pitch and dynamics. | Listening to song for composition purposes to compose own lyrics. | Listening to backing tracks and playing along with the boomwhackers. Listening to and watching performances on the boomwhackers. | Develop a knowledge and understanding of the stories, origins, history and social context of the music they are listening to, singing and playing. | Listening to recorded performances and analysing them | Listening to music from different genres and at different tempos and discuss how they make us feel. Which pieces 'talk' to us, which represent how we are feeling today etc. |
| Composing | Explore playing instruments in different ways to sound like one of the animals. | Composing own lyrics to a chosen melody. Preparing song for performance and choosing roles. Adding actions. | Composing a piece on the boomwhackers using the pentatonic scale. | | Use music technology to capture, change and combine sounds. | Compose 8 beat melody to perform on a pitched instrument, choosing the emotion to be represented, choosing a suitable dynamic. |
| Yr 3 | How do you hold and play a recorder? | Chanukah Concert Preparation | How can we compose using the pentatonic scale on the recorder? | How is the melody shaped in our songs from Ancient Egypt? | Which musical features can we identify in the song Let's Go Fly a Kite? | What are the elements of a Samba Rhythm? |
| | Introducing basic recorder skills. How to hold, make a sound, tongue and play notes B A G. Learn to read rhythm cards using crotchets, quavers and minims. Play a simple piece to a backing track using notes B A G. | Learn songs to perform at the Chanukah Concert in 3 languages. Learn to perform using sign language to support performance. | Introducing additional notes on the recorder. Organising note durations into an order to make a rhythm. Putting notes to that rhythm to make a melody using the pentatonic scale. | Singing the song Living Living River Nile to explore Ancient Egypt, exploring the rhythms and repeating notes of the melody. Introducing the structure A A B B when learning Two Piles of Stones. Singing rising scales. | Introduce ¾ time signature and dotted rhythms. Learn to sing the song Let's Go Fly a Kite from Mary Poppins. Look at the melodic pattern of the chorus. | Learn about the Brazilian Carnival, Samba and Sergio Mendes. Listen to and explore the musical elements of Samba music. introduction to the instruments and call and response elements. Take turns being band leader, introducing the rhythms which are learnt through word phrases. Play rhythms using untuned instruments. |

| | | | | | | |
|-------------------|---|---|---|---|---|---|
| Singing | Sing songs in unison with an increased pitch range of 6 th ; sing tunefully with dynamic changes and expression. | Singing and signing songs for Chanukah show. Sing Yemei Hachanukah in 3 languages and sign language. Rewrite lyrics to a song from a musical with chromatic passages, fast pace and range of 6 th . | Perform actions confidently and in time to a range of action songs. | Singing Living Living River Nile and Two Piles of Stones, exploring the A A B B structure; rising scales. | Singing Let's Go Fly A Kite, focussing on difficult intervals and melodic pattern. | Singing call and response patterns using word rhythms. |
| Performing | Play a melody using notes G A B on the recorder. | Rehearse and perform songs in the Chanukah show. Discuss and plan for performance – positions, performance detail, introductions, posture and projection. | Playing to the class, playing clearly by reading staff notation and clear articulation. | Performing songs on tuned instruments with repeated notes, dotted and syncopated rhythms. Learning to play the drone with a melody and pulse using tuned and untuned percussion. | Singing and playing using tuned percussion to perform the introduction of the song. | Performing Samba rhythms using untuned percussion, learning, chanting and repeating rhythmic patterns. |
| Listening | Listen to recorded performances of new musician of the month and analysing piece. Listen to recorder pieces to help children improve on their own playing. | Listening and learning from performances. | Listening to pieces performed using a pentatonic scale. | Listening to recordings of songs, tapping and keeping the pulse. | Listening to the song Let's Go Fly a Kite and analysing rhythms, instrumentation and pitch. | Listening to samba drumming, carnival performances and analysing the performance and describing what we hear. |
| Composing | Play a simple melody using notes B A G in 4/4 and show understanding of using rhythmic values. | | Compose a short piece using a 5 note pentatonic scale to the syllables of a Chinese rhyme. | Singing and improvising melodies using intervals of 2 nd and 3 rd in range of 5 th using dance scarves to show direction of pitch. | | Have a go at creating own samba style rhythms with associated word patterns. |
| Yr 4 | What songs will we sing around the campfire? | Chanukah Concert Preparation | What are the skills you need to play the Ukelele? | Which rhythm does your fantasy football team have? | What's next on the ukulele? | |
| | Review of rhythms learnt so far, rhythm cards; call and response singing; communal singing; keeping the beat using untuned percussion; learning new songs to sing together. | Combining song and dance for performance. Learning a new song to sing in another language (Hebrew) in 4/4 for performance. Singing with a wider range (10 th) and with articulation. Counting the number of bars in an instrumental solo. | Learning how to hold the ukulele; anatomy of the ukulele; understanding about fingering and frets; learning to play chords Am and C major. Counting the beats while playing chords and changing between chords. | Recognising different rhythms including quavers, dotted notes, quaver rests, semiquavers. Understand durations written as notation; perform a rondo piece; Learning a football song. Create and perform a 4 beat rhythm. Find ways of keeping the beat. | Learning to play F major chord on the ukulele. Learn to play songs while keeping the beat and play simple songs with a clear structure. | |
| Singing | Singing campfire songs; call and response; keeping the pulse; singing in unison. | Learning new songs to perform on stage to an audience. | Singing songs in unison, following direction, adding dynamics where appropriate. | Singing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for crescendo and diminuendo. | Singing songs while playing chords on ukulele. | |
| Performing | Singing in unison; performing to each other; taking turns leading; | Perform on stage at KS2 concert. | Learning to play the ukulele and play as a class. Chords Am and C. Challenge – F major. Play to backing track and keeping in time. | Performing rhythms in groups; include syncopation | Learning to use staff notation with the ukulele; identifying | |

| | | | | | |
|-------------------|---|--|--|--|---|
| | body percussion to keep the beat; Varying dynamic and tempo. | | | and identifying key features of rhythm. Play rhythms at same time, with correct timings. | the performance as an accompaniment; read and perform pitch notation within a defined range; follow and perform simple rhythmic scores to a steady beat. |
| Listening | Call and response, listening to each other. | Listening to songs and analysing song and performance to help improve own performance. | Listening to ukulele performances, identifying chord changes. | Listening to each other's rhythms and identifying the key features. Moving to the beat while listening to the song. | Listen to recorded performance; use to perfect own technique. |
| Composing | Creative vocal responses in call and response chants. | Communally writing new lyrics to class song. | | Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches. | Experiment with chord patterns and playing 4 bar patterns using chords learnt. |
| Yr 5 | Why are motifs so important in Holst's Mars from The Planets Suite? | Chanukah Concert Preparation | What skills do you need to play the Ukelele? (new) | What are the elements of song writing? | What skills do we need to play in a band? |
| | To listen and reflect on a piece of orchestral music. To learn musical motifs from Holst's Mars and structure it into a piece. Invent own musical motifs to structure into a piece and perform as an ensemble. | Write own lyrics to a song about the class for Chanukah to perform. | Learning how to hold the ukulele; anatomy of the ukulele; understanding about fingering and frets; learning to play chords A minor, C major and F Major. Counting the beats while playing chords and changing between chords with a backing track. | Using the ukulele to create a simple chord structure and write lyrics to form a song with an introduction, verse and chorus. | Choosing an instrument to play (inc voice) to perform a song in a group. Inc. untuned percussion to keep the beat. |
| Singing | Chants based on ostinato from 'Mars' from The Planets; learn the song 'The Best that I can Be', taking turns as solos; wider pitch range (8ve), thinking about the meaning of the song | Performing 2 songs for the Chanukah show; learning song in a new language and fitting the lyrics to the melody. Introducing more performance techniques, breathing techniques for performance. | Start to sing along while accompanying self on the ukulele. | Singing a broad range of songs from an extended repertoire with a sense of ensemble and performance; sing songs with a verse and chorus. | Using voice with increasing accuracy, fluency and expression; sing songs with a verse and chorus. |
| Performing | Ostinato patterns; 5/4 time signature; 2 ostinati performing at the same time in groups; adding crescendos and tuned percussion to create a melody out of the ostinato rhythmic pattern. | Chanukah show performance 2 songs. Some children to perform solo. | Learning to play the ukulele and play as a class. Chords Am, C and F major. Play to backing track and keeping in time. | Performing with accurate phrasing, pitching and control. 4 bar phrases and playing songs with a clear structure. | Learning to use staff notation with the ukulele; identifying the performance as an accompaniment; read and perform pitch notation within a defined range; follow and perform simple rhythmic scores to a steady beat. |

| | | | | | | |
|----------------------------|--|---|---|--|---|--|
| Listening | Listening to Holst's Planets; identifying key features of suite and movements; describing music as a colour/shape; drawing a musical landscape; | Songs for Chanukah; musician of the Month for November. | Listening to ukulele performances, identifying chord changes. | | Listening to songs and analysing structure, content. | Listen to recorded performance; use to perfect own technique. |
| Composing | Create your own march in 5/4 to include a pulse, ostinato and crescendo. | Writing new lyrics to a Chanukah song as a class to personalise it for the class. Consider syllables and rhythmic suitability. | | | Compose a song with a 4 bar introduction; 4 line verse (in 4/4 – 4 bars on a line, 4 lines), chorus, outro. | |
| Yr 6 | Hey, Mr Miller! What do you bring to the band? | Chanukah Concert Preparation | ROTATE SPRING:/SUMMER1: What skills do we need to play a melody on the trombone? What are the 12 bar blues? | | | Y6 School Production |
| | Learn the song Hey, Mr Miller, based on swing-style jazz and big bands of 1930's. Explore rhythm work, creating and improvising syncopated melodies. | To accompany themselves as a class while singing a song for Chanukah. | Review embouchure techniques on the trombone; play notes Bb to F, checking positions. Playing a piece using notation and basic rhythms in 2/4, 3/4 and 4/4 with backing beats where appropriate. Improving the sound we make and challenging ourselves to play up to the octave. Learning to play 12 bar blues in C firstly using notes then chords. Learn how to read and understand chord names and play them on the keyboard. Learn the melody for a song and play the 12 bar blues underneath. | | | Learning songs and performance techniques for the school production, singing using elements such as syncopation, solo voices, ensemble skills, movement while singing. Singing with a larger note range. |
| Singing | Songs in a jazz/swing style with syncopated rhythms, observing phrasing, accurate pitching and in an authentic, appropriate style. | Singing and learning songs with more complex rhythms, developing greater listening skills and balance between parts. Introducing more vocal independence. | Trombone: learning vocal techniques for the trombone including embouchure for high/low pitch, buzzing etc. | 12 Bar Blues: singing rock n roll songs from 1950s and learning a rock n roll song to perform. | | Learning songs to perform for school production; singing in unison, taking on individual roles and singing solo; learning about warming up for performance. |
| Performing | Explore rhythm work and syncopated melodies using untuned and tuned percussion, keyboards etc. | Accompanying own class song using percussion and tuned instruments (e.g. piano, keyboard, guitar). | Trombone: learning to 'buzz'; playing pieces in unison in 2/4 3/4 4/4 in treble clef. Pieces using notes C-G in 1 st to 6 th position; using treble clef notation in 4 bar phrases, identifying note names and durations. | 12 Bar Blues: performing 12 bar blues, following 12 bar chord structure. Using block chords and walking bass line on the keyboard. Introduce percussion. | | Performing in character with recorded and live backing tracks and piano. |
| Listening | Jazz/swing/big band music from 1930s and 1940s America, identifying instrumentation and more. | Chanukah songs from various countries and in different styles, exploring the origins and social context. | Trombone: listen to recorded big band and brass band performances with analysis | | 12 Bar Blues: listening to various recorded 12 bar blues performances on different instruments, developing a knowledge and understanding of the social context surrounding blues, jazz and rock n roll music. | Listening to music and songs from a similar style to production to help create an authentic performance. |
| Composing | Improvise syncopated rhythmic patterns and melodies. | Creating own accompaniments to a chanukah song to perform at our concert. | Trombone: | | 12 Bar Blues: improvising melody around 12 bar blues over the bassline. | |
| Musician Of the Month Y2-6 | David Bowie | Joseph Haydn | Hans Zimmer | Buddy Holly | | Alicia Keys |
| | Nina Simone | | Ravi Shankar | Grazyma Bacewicz | | Tchaikovsky |

| | | | | | | |
|--|---|--|--|--|---|--|
| <p>Additional Musical Learning Opportunities and Celebrations</p> | <p>Learning songs for Jewish Festivals Black History Month</p> | <p>Celebrating Diwali through Music Opportunities to perform solo, in choir and instrumental performances at the Chanukah show.</p> | <p>Learning songs for Tu B'shvat Celebrating Chinese New Year through song Various choir performances.</p> | <p>Learning songs for Purim and Pesach Singing songs for Sinhala New Year</p> | <p>Joint choir workshop project with Delrow House Community</p> | |
|--|---|--|--|--|---|--|